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ABSTRACT

This bibliography contains 100 English-language annotations of newspaper articles and government publications from four North African nations. Most of the items were published in 1974. Annotations are categorized by topic: philosophy and theory of education, educational level, adult education, teacher training, teaching methods and aids, artistic education, and Arabization and bilingualism. The unrest at the University of Tunis is covered as a special topic. A list of periodical sources concludes the document. (ND)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

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P R E F A C E

Combatting illiteracy, preparing an often isolated youth with little broad cultural background to meet the needs and to face the requirements of modern society, and adapting to a multilingual situation - these are the major factors influencing educational philosophy in the Maghreb.

Illiteracy is being reduced by spectacular efforts at universal schooling.

In view of the wide-spread and sometimes dramatic social change taking place in these countries, education is in a transitional period during which it is trying to achieve a balance between the classic values and methods inherited from the colonizing countries and the practical needs imposed by a society which is increasingly in need of skilled labor and of teachers themselves.

Adapting education to the peculiarities of a multilingual population has in the past been a cause of frequent and disrupting changes of curriculum, but many of the problems related to this are now being resolved, and a clear trend towards "Arabization" can now be remarked, with an attendant emphasis on instilling in children a consciousness of their Arab and Islamic heritage.

The main difficulty in compiling a bibliography such as this is that most material must come from newspapers and from government publications. Other material, where it exists, has been published outside the countries and has not always been classified. Thus there are available many figures, many statements of policy, some evaluation of past results and practices, and very little thorough analysis.

Despite the inadequacies which necessarily result from these difficulties, these issues will, we hope, be of use not only to educators and students, but also to those with a general interest in North Africa.

TABLE OF CONTENTS

PHILOSOPHY AND THEORY OF EDUCATION 1

EDUCATIONAL ORGANIZATION 9
Primary Education..... 9
Secondary Education 10
Vocational Education 15
Higher Education 18

ADULT EDUCATION 23

TEACHER TRAINING 25

TEACHING METHODS AND AIDS 27

ARTISTIC EDUCATION 32

ARABIZATION AND BILINGUALISM 33

SPECIAL PROBLEM: UNREST AT THE UNIVERSITY OF TUNIS 33

LIST OF PERIODICAL SOURCES 39

Note: Each entry is marked with a letter - A (Algeria), L (Libya), M (Morocco), T (Tunisia) - to indicate the country under consideration.

PHILOSOPHY AND THEORY OF EDUCATION

T 1. "M. Hamed Zghal dans le Gouvernorat de Kasserine. L'enseignement est avant tout un moyen d'affronter la vie." (Hamed Zghal in the province of Kasserine. Education is first of all a means to face life.) La Presse, April 30, 1974, p. 9.

During a work session in Kasserine the Secretary of State to the Ministry of National Education spoke of the interest which the government accords education.

Because education is not only a way to find employment, but a means to face life, the government wishes to reduce the rate of failure in primary schools and increase the chances of Tunisian youth to arrive at secondary levels. From now on primary education will include agricultural labor and certain manual tasks, as well as an appropriate vacation schedule, for rural schools. In secondary schools the accent will be on technological and technical studies according to the needs of industry. Educators are urged to pay more attention to the teaching of mathematics. New courses in management and administration are planned.

T "Au Congrès du Comité de Coordination de Kasserine, M. Driss Guiga: accorder des chances égales à tous les jeunes dans le domaine de l'enseignement." (At a meeting of the Committee for the Coordination of Kasserine, Driss Guiga: give an equal chance to every youth for education). La Presse, May 28, 1974, p. 2.

The Minister of National Education stressed the commitment of the Government to National Education, particularly in higher education where 85% of the students benefit from scholarships.

He called the University of Tunis an "open" one, pointing out that certain programs included course-work in political events and ideologies incompatible with the national one. He added that the Government does not oppose freedom of choice of political viewpoint so long as such choice does not endanger national security, which has permitted certain small groups of students to foment unrest. The government has decided to discourage these groups from their activities while encouraging communication between faculty and students. Arabization is a definite goal, but due to the lack of qualified teachers and proper material, it must be carried out in stages.

T 3. "Congrès des Circonscriptions du Parti." (District Meetings of the Party). La Presse, April 23, 1974, p. 8.

During a District Party Meeting in Nabeul, Mahmoud Messadi, the Minister of Culture, declared that Tunisia ranks very highly among other nations in the quality of education and the degree of scholarization it has achieved. Concern must now be placed on program reforms in accordance with present-day priorities.

In El Jem, Slaheddine Bali, Minister of Justice, showed that current educational policies reflect the importance placed in Tunisia on the training of youth.

A 4. "Réunis du 15 janvier au 7 février ainsi qu'hier, le Conseil de la Révolution et le Conseil des Ministres ont arrêté les objectifs et les programmes d'action du deuxième plan quadriennal." (In meetings from January 15 to February 7 as well as yesterday, the Revolutionary Council and the Council of Ministers have established the goals and the action plans of the second Four-year Plan). El Moudjahid, May 15, 1974, p. 2, 3.

Concerning education, the Revolutionary Council and the Government stress that development in general depends on the educational effort. They reaffirm the importance of arabization and restoration of the rational personality. The institution of the fundamental school guarantees everyone nine years of schooling. It is recommended that education be adapted to its milieu and that its quality be improved.

A 5. Benzaghou, Djamel. "Deuxième Plan: l'école de demain." (Second Plan: the school of tomorrow). El Moudjahid, May 18, 1974, p. 1.

The development of the national economy is only valid if competent managers are provided, which is why Algeria's Second Four-Year Plan has placed emphasis on the relationship between economical growth and education. The main objectives in education are algerianization, arabization, democratization and scientific and technical orientation. The results obtained provide ample proof of the worthiness of this program in rendering education more profitable.

M 6. "L'Editorial de notre confrère "Al Alain": la culture et l'enseignement." (The editorial of our colleague "Al Alain": Culture and Education). L'Opinion, June 27, 1974. p. 2.

This editorial resumes the opinions of the late Allal El Fossi, leader of the Istiqlal Party, concerning this subject. For him teaching was at the same time culture and education. He considered the phase of secondary education as obligatory and supported democratization of school systems. He considered that the present system of primary education did not guarantee a high enough level of scholarship. He opposed the idea of education as an investment, and the turning of universities and schools into factories with students as tools. He regretted to see that education in Arab countries was based on the occidental system, as he himself was a firm follower of Muslim thought.

M 7. "Le Ministre de l'Education Nationale reçoit en audience une délégation de la F.A.E.-U.G.T.M." (The Minister of National Education meets with a delegation of the F.A.E. - U.G.T.M.) L'Opinion, April 3, 1974. p. 3.

The Secretary-General of the Autonomous Federation of Education (F.A.E.), Mr. Afilal, spoke at this meeting about the principal problems of education in Morocco, characterized by instability and unrest. Despite enormous annual appropriations, the results in this field leave much to be desired. Mr. Afilal proposed several possible solutions: direct communication with the teaching staff, modification of school programs to increase "moroccanization" and nationalism, organization of seminars and study cycles, founding of educational literary magazines, and modernization of equipment. He then spoke of the errors of the new administration and of the situation of teachers at all levels. In his response the Minister of National Education agreed with Mr. Afilal's remarks and indicated the goals held by his department.

M 8. "Institut des Sciences de l'Education. Une expérience de prévention du retard scolaire. Préparation de l'enfant aux trois apprentissages de base: lecture, écriture, mathématiques. Par Mlles Moaouia et Mostouri, Mme Belejouza et al." (Institute of Educational Sciences. An experiment in prevention of scholarly backwardness. Preparation of the child for learning the three basic subjects: reading, writing and arithmetic. By Ms. Moaouia, Mostouri, Belejouza et al.) June 1974. 24 pages.

An experimental group was formed to study scolarly backwardness and to develop a preparatory phase of work to introduce the child to basic elements of reading, writing and arithmetic. It was hoped that this preparatory phase would reduce the rate of early backwardness which presently attains 80% of elementary students. This high rate, which has grave economic repercussions, can be explained by socio-economic, cultural, psychological and pedagogical factors. Studies have pointed out the relationship between a child's understanding of these basics and his maturity, or level of intellectual comprehension despite an unfavorable environment. In this article the methodology and results of the experiment are discussed.

T 9. Ben Mami, Sadole et Touati, Sadok: "Universités et Marché de l'Emploi." (Universities and the Labor Market). Bulletin d'Information Economique, April 1, 1974.

During a meeting on March 4 concerning "the aims of the University," the participants recalled the importance of providing students with a real training for active life. The university must be capable of placing graduates in the labor market. Program reforms and work-study groups are properly addressing themselves to the problem of student placement.

T 10. "Accorder une place privilégiée à la technique et aux sciences dans notre système éducationel." (Assign a privileged spot for technical and scientific studies in our educational system). La Presse, June 30, 1974. p. 1, 5.

President Bourguiba presides over a graduation ceremony at the El Menzah University campus commemorating the Day of Knowledge. The Minister of National Education presented the results of the school year and President Bourguiba made a speech and presented the prizes. In his speech President Bourguiba recalled the effort made for better education and examined the essential elements for further improvement of the quality of education. He stressed the importance of science and technology and the fact that the goal of educational structures must be the service of the nation. He also spoke of teaching goals and the need for communication between generations.

A 11. "Un grand effot de scholarisation." (A strong scholarization movement). Le Monde, June 1974. p. 4.

Since the time of Algeria's independence, education and vocational training there have undergone tremendous changes. Very large budgetary appropriations have been made for education. Despite definite progress however, total scholarization is not expected for many years.

The University accepted nearly 22,000 students in 1972. Severe overcrowding is caused by a rapid population growth. International cooperation (especially French) plays an important role in the education and training effort. There is evidence of an increasing interest in science subjects among Algerian students.

T 12. "Compte rendu de la séance: "Débat", journée pédagogique du 22.1.74 à Oued Ellil." (Resumé of the session: "Debate", pedagogic day, January 22, 1974 at Oued Ellil). An-Nachra-At-Tabawya, Revue Pédagogique No. 4, 1974. p. 13-15.

The participants of this pedagogic meeting at Oued Ellil brought forth different ideas on education from the points of view of sociology, psychology and the concept of labor. The experimental day was marked by an absence of teachers, who did not participate in great numbers because the meeting was not amply advertised, a lack of communication evidenced in the educational system in general. It is pointed out in this article that such "pedagogic days" would be more useful with the proper organization beforehand.

M 13. "Selon une note du Ministère de l'Education, la durée des grandes vacances scolaires écourtée." (According to a notice from the Ministry of National Education, the summer vacation is to be shortended). L'Opinion, April 27, 1974. p. 3.

The Ministry of National Education has released a notice prolonging the school year and explaining the reasons behind this decision, which was based on periodic psychological and pedagogical studies. The main reason put forth was that lengthy summer vacations had a detrimental effect, both psychological and moral, on students.

M 14. "Memorandum analytique sur la prolongation de l'année scolaire." (Analytic Memorandum on the prolongation of the school year). L'Opinion, April 30, 1974. p. 3.

This article is an explanation of the motivation of the Ministry of National Education in lengthening the school year in Morocco. A shorter school year has not yielded satisfactory results in education. Statistics showed the insufficiency of the time allotted. A proper equilibrium between the school year and vacation time is considered the primary problem. From the legal standpoint, shortening the vacation period does not adversely affect the teaching staff, which is only allowed one paid month of vacation per annum. In addition, too lengthy vacations lead to boredom in the child, and often may lead either to lethargy or juvenile delinquency.

M 15. "Communiqué du Bureau régional de la Féderation Autonome de l'Enseignement à Rabat." (Report of the regional office of the Autonomous Federation of Education of Rabat). L'Opinion, May 13, 1974. p. 5.

The participants at this meeting of the F.A.E. devoted themselves to the analysis of current policies in education and the study of the latest memorandum of the Ministry of National Education concerning the length of the school year. According to their report, the observations made in this memorandum do not reflect certain pedagogical principles. School vacations are necessary and must be preserved. Lengthening the school year alone will not improve scholarly results. One must change present policies and revise the school programs to eliminate bi-lingualism, overcrowding and the system of rotation. Only a pedagogic plan aiming towards improvement of school standards will be able to reform education.

M 16. "Communiqué de la Comité exécutif de l'U.G.E.M." (Report of the Executive Committee of the U.G.E.M.). L'Opinion, April 27, 1974. p. 1 and 2.

In this report the Executive Committee condemns the bad conditions in which students must prepare their examinations: lack of books, poor library facilities, drafting into civil service. Student complaints are listed.

M 17. M.L. Loutfi: "Propos sur la réussite et l'echec aux examens." (Remarks on success and failure at examinations). L'Opinion, June 11, 1974. p. 4.

June is a crucial month for students as it is examination time, and one cannot speak of examinations without mentioning results. The author cautions students, however, to accept the risk of failure and not be over-influenced by it. It is no use dwelling on the causes and consequences of failure. Students should adopt a positive attitude and not let themselves be discouraged in the face of poor examination results.

A 18. "Baccalauréat 1974: A la croisée des chemins." (Baccalauréat 1974: At the crossroads). Révolution Africaine. No. 539 June 1974. p. 19.

There are five times as many Baccalaureat candidates in Algeria in 1974 than there were in 1970. These students must choose their professional future based not only on their personal aptitudes but also on the socio-economic and cultural realities of their country, as they must participate in the growth of the country.

The elimination in 1970 of the probationary examination has encouraged freer application to the Baccalaureat examination. Once again the real necessity of examinations is brought into question.

T - 19. "Au cours d'une réunion avec les enseignants de Gafsa, M. Zghal: la politique éducationelle tend à l'amélioration de la situation matérielle et morale des einseignants." (During a meeting with teachers in Gafsa, Hamed Zghal: education policies are trying to improve the standard of living and the morale of teachers). La Presse, May 5, 1974, p. 4.

Hamed Zghal, Secretary of State to the Ministry of Education, presided at a meeting of teachers in Gafsa and discussed different aspects of educational policy. He underlined the need for scholarization of young girls in the Gafsa region, stating that while 50% of elementary school students were girls, the proportion dwindled significantly at the secondary and higher education levels. He also discussed the strong effort being made towards arabization, but stressed that this change must be achieved in stages.

He then spoke of projects aiming at the amelioration of teaching conditions.

M 20. "Prochaine ouverture de plusieurs établissements scolaires à Tarfaya." (Several school facilites to open soon at Tarfaya). L'Opinion, April 26, 1974. p. 3.

The educational situation in the province of Tarfaya was the subject of a meeting held by the Minister of National Education. At this meeting several decisions were reached: the creation of several new schools, the extension of present schools, the increase of the number of scholarship holders and interns, and construction of lodging-space for teachers.

T 21. "M. Driss Guiga préside une réunion consacrée à l'examen des structures universitaires." (Driss Guiga presides at a meeting devoted to study of university structures). La Presse, April 18, 1974.

Driss Guiga presides over the periodic meeting of the Committee created by the Education Council to study reform of university structures.

The meeting, which was held in the School of Liberal Arts and Human Sciences, was open to members of the Faculty Council.

A 22. "Le nouveau système éducatif doit former des cadres dont l'économie a besoin, déclare M. Benmahmoud à l'APS." (The new educational system must produce managers needed by Algeria's economy, declares Mr. Benmahmoud to the APS). El Moudjahid, June 6, 1974, p. 1, 3.

In an interview accorded to the Associated Press Service Abdelkrim Benmahmoud, Minister of Primary and Secondary Education, outlined the main points in the new educational system and showed how it differs from the old one. He particularly underlined the democratization and generalization of teaching practices which are part of a real socialization.

Boarding schools and teaching centers will be multiplied in order to ensure an equal chance to all desiring education.

A 23 "L'enfant face à l'enseignement." (Children in front of education). El Moudjahid, May 31, 1974, p. 11.

A conference was given by Abdelkader Hadjar, professor of the Faculté des Lettres et Sciences Humaines of Algiers, on the subject of "The Child and the Problem of Education."

The conference pinpointed the importance of education and its present and future goals. Mr. Hadjar stressed the importance of motivation and observation in learning. To retain new learning, the child must perceive it in the framework of realities he comprehends. Mr. Hadjar also spoke of the teacher-student relationship and of child psychology in general, and said that schools must discard all teaching methods based on the principle of absolute authority.

EDUCATIONAL ORGANIZATION

Primary Education

T 24. "Recommendations du Congrès extraordinaire du Syndicat National de l'Enseignement Primaire." (Recommendations of the Special Congress of the National Union of Primary Education). La Presse, April 18, 1974. p. 8.

The Congress recommended that Arabic be considered the main language during the elementary school levels, that civics and religious education be developed and that technical study at this level be generalized.

The Union's educational conferences and vocational training courses have been most successful and it was suggested that they be extended to all regions of Tunisia.

The Union leaders complimented the Government for its attempts to resolve educational problems and urged that the school program and the levels of elementary education be revised.

A 25. Ait Amrani, (Saddek) Tiaret: "Des retards dans la réalisation des constructions scolaires." (Delays in the construction of school buildings). El Moudjahid, May 4, 1974. p. 6.

According to reliable authorities primary school construction plans in Algeria are meeting with difficulties. Each district is supposed to have at their disposal the means necessary for construction and maintenance of school facilities. However a review of construction costs is necessary, since the number of school-age children is increasing faster than the rate of construction of necessary classrooms.

A 26. "Des internats primaires pour les enfants de la commune d'El Richa." (Primary boarding schools for children of the El Richa community). El Moudjahid, April 3, 1974. p. 8.

Several classes, as well as primary boarding schools, are planned for the children of nomads in the El Richa region. A specific problem is that of education of girls since in this case national policy clashes with social prejudice.

A 27. "Réforme des enseignements primaires et secondaires: une école sur mesure." (Primary and Secondary School Reform: a school made to order). Révolution Africaine No. 537, June 1974, p. 20-30.

The next plan must relate quantitative goals (obtained in part from the first Four-year Plan) to qualitative goals within the framework of a global reform of primary and secondary school education. This is the subject of this article, which presents the "why" and the "how" of such a reform. Important measures to be taken will lead to a school system which will have undergone an in-depth renewal.

Secondary Education

T 28. "Congrès Constitutif de la Cellule de l'Enseignement secondaire à Sousse." (Constitutional congress on Secondary Education, at Sousse). La Presse, April 14, 1974. p. 5.

Hamed Zghal, Secretary of State for the Ministry of National Education, presided over this meeting where the organization of Tunisia's secondary educational system proposed structural reforms, and ways of inciting youth to opt for technical studies were discussed.

Also studied were questions relating to candidates for higher education teaching positions, student orientation and decentralization of higher education.

T 29. République Tunisienne. Ministère de l'Education Nationale. Direction de l'Enseignement Secondaire, Technique et Professionnel. "Note de Synthèse sur l'enseignement secondaire technique et professionnel. Année scolaire 1973-74." (Republic of Tunisia. Ministry of National Education. Department of Secondary, Technical and Professional Education. "A summary of Secondary, Technical and Professional Education; School year 1973-74."

This summary describes the structure of the secondary education system and its different segments, as well as that of the professional secondary system for boys and girls. It also gives pertinent statistics for the school year 1973-74.

The percentage of students admitted for studies towards the Baccalaureat was 51.61%, for studies towards the technical diploma: 26.86% (economics) and 32.89% (industry). The number of students admitted to the two sessions is detailed in the appendix of the summary, as well as results broken down by governorate. The number of scholarship holders reached 49,379.

T 30. Republique Tunisienne. Ministère de l'Education Nationale. Direction des Etudes des Statistiques et de Planification. "Service des Statistiques de l'Enseignement du Second Degré: Production de l'Enseignement du Second Degré; sorties avec ou sans diplome." (Republic of Tunisia. Ministry of National Education. Department of Statistics and Planning. "Service of Educational Statistics of the Second Degree: Graduation results for secondary level: with or without diplomas"). Statistical survey 1973/74. 105 pages.

This document gives statistics on students finishing primary/secondary educational levels (with or without diplomas) and professional secondary school. The distribution curves are broken down by governorates according to class levels, sex, and speciality. The appendix contains two ministerial circulars concerning admission requirements for higher education, one in Arabic (April 6, 1973) and one in French (February 13, 1971), and extracts from the Work Code concerning minimum work age requirements.

M 31. El Fadili: "De l'absurdité du système d'orientation dans la troisième année secondaire." (Concerning the absurdity of the orientation system in the third year of secondary school). L'Opinion, June 7, 1974. p. 4.

Several teachers were contacted to better understand orientation problems in Moroccan secondary schools. The orientation process seems quite complex. It begins with a tight control by means of homework and classwork grades throughout the year, followed by the final examination. However the final decision remains up to the class guidance counselor, who either orients the student towards a specific branch or makes him repeat the year. This method of orientation leaves much to be desired. The system is complex and often subjective, and the detrimental effect it has on students in general is reflected in the student complaints which threaten to change traditional education permanently.

T 32. "Bac 1974" (Baccalaureat 1974). Revue de Presse, June-July 74, vol. 19. No. 186. 1/2 page.

In article entitled "what one thinks of school subjects", La République of June 13, 1974, gives the number of candidates for the Baccalaureat in different centers of the nation, (27,657 in all). An important fact to be noted is the total arabization of the literature examination damned for 1975. The scientific subjects retain the most candidates, and the technical-mathematical and -economic baccalaureat the least. The arab option is progressing; this year there are 9,469 candidates.

T 33. "19,108 élèves aux épreuves du Baccalauréat." (19,108 students take the Baccalaureat examination). La Presse, June 14, 1974. p. 4.

19,108 students have taken the Baccalaureat examination this year, 4,000 more than last year. Three additional correcting centers were added. The oral part of the examination will be held in Tunis, Sousse and Sfax.

M 34. "A l'heure du Bac." (The hour of the Baccalaureat). L'Opinion, June 11, 1974. p. 1.

This short article indicates that the number of candidates for the Baccalaureat and the Technical Diploma reaches 23,000, of which 7,300 are applying for Sciences, 3,400 for Arabic, 7,800 for the bilingual Baccalaureat, 2,100 for the technical diploma and 860 for the technical Baccalaureat.

M 35. "El Fadili: Baccalaureat: mon amour!" (El Fadili: Baccalaureat: my love!) L'Opinion, June 11, 1974. p. 4.

The author writes that the Baccalaureat is an ideal for each student even if he hasn't the qualities to achieve it. There are many other diplomas but for many students the baccalaureat represents a threshold beyond which one cannot be stopped, and the holder of a baccalaureat is a model to admire and copy. The author points out that one must foresee where this "race for the Bac" (and for diplomas in general) is leading us: to the subservience of the student to the school system, to the creation of an intellectual elite, to the stratification of society, and to an interpretation of socio-economic relationships according to diplomas possessed!

T 36. "République Tunisienne. Office National du Planning Familial et de la Population. Division de la Promotion et de l'Education: Intégration de l'Education en population et planning familial dans l'enseignement secondaire." (Republic of Tunisia. National Office of Family Planning and Population. Division of Promotion and Education: Integration of education in Population and Family Planning into secondary school programs). April 1974. 11 pages.

This report of the National Office of Family Planning and Population begins with an introduction into Tunisia's demographic problems and family planning efforts, in particular the Office of Family Planning, which was created with United Nations funds.

In this report the problem of integrating family planning courses into secondary school programs is discussed, and the proposed program's goals and system of execution are presented in detail, including its estimated budget.

T 37. "L'Education pour tous, un droit remis à demain pour raisons demographiques." (Education for all: a right put off tilltomorrow due to demographic reasons). La Presse, May 15, 1974. p. 6.

Secondary schools have had a course on the problems of population growth, the goals of family planning, and the influence of these factors on socio-economic development and the standard of living.

Population growth creates many problems. In Third World Countries the number of school age children will double by the year 2000 AD. The majority of Third World Countries having obtained independence in the 1950s have undertaken massive scholarization drives but this action was not accompanied by the necessary birth control drive; hence the disequilibrium.

The effects of runaway population growth are to hamper economic and social development in the Third World.

A 38. "Mostaganem: M. Abdelarim Benmahmoud inaugure un lycée de 1000 places." (Mostaganem: Abdelarim Benmahmoud inaugurates a 1000-student secondary school). El Moudjahid, May 4, 1972, p. 2.

The Minister of Primary and Secondary Education attended the opening of a State Secondary School at Mostaganem in Algeria, and later visited the site of a future Teaching College for 800 students. He inspected the principal school buildings and held discussions with the school planners.

A 39. Bendiffallah Kamel: "Concours d'entrée en première année moyenne. Rénovation des épreuves. Satisfaction générale des Ecoliers." (Entrance examination for first year middle level. Renovation of tests. General Satisfaction of Students). El Moudjahid, June 8, 1974. p. 6.

For the first time, due to elimination of traditional questions in this new entrance examination, students could be truly said to have been "examined." The exercises were simple. The text of the Arab test was attractive, with modern language closely resembling spoken Arabic. Students were not asked to define words, but to use them correctly in sentences.

Innovations were also made in the French test.

The examination pleased everyone. There were many improvements in the actual preparation of the examination and in choice of subjects.

T 40. "Réunion de la Commission Nationale de la Jeunesse." (Meeting of the National Commission of Youth). La Presse, April 27, 1974. p. 4.

The Secretary-General of the U.T.O.J. (Union Tunisienne de l'Organization des Jeunes) presented a proposal underlining the lack of necessary equipment needed for youth's training. This proposal includes educational reforms, the creation of an Institute of Study Guidance and Student Orientation, the founding of a Superior Institute of Political Sciences and Ideology, and the definition of the goals and policies of education in general.

VOCATIONAL EDUCATION

T 41. "Sghaiar, Habib: L'orientation professionnelle des jeunes lycéens." (Sghaiar, Habib: Professional orientation of young secondary school students). An-Nachra-At-Tarbawya, Revue Pédagogique. No. 4, 1974. p. 4-6.

In this article the author stresses the importance of manual labor as an alternative to higher education. Technicians, he says, are professionals, and the public must be made aware of the alternatives to studying towards a Baccalaureat. Professional schools based on manual labor must be given support by government authorities. In many cases, due to a meaningless orientation in present-day secondary school, students themselves are turning towards technical training. The author suggests a fusion of professional and technical courses in a new five-year training program leading to a recognized diploma.

T 42. "Tunisie: il faut lier la formation à l'emploi." (Tunisia: vocational training must be related to employment). Bulletin de l'Institut Int. d'Etudes sur l'Education (Bulletin of the Int. Institute of Educational Studies) No. 49, March 28, 1974. p. 8, 9.

The deterioration of the employment situation causes concern to the Tunisian government, as it does to governments of other developing countries. An international seminar was organized by Tunisia to discuss the economic situation. Among other essentially economic subjects the topic "Education, Training and Employment" was discussed. Mr. Zghal of the Ministry of National Education presented a Ministry report stating that Tunisia's overall achievements in education were good, although the problem of vocation could not be ignored. A radical revision of the entire educational system is foreseen to rectify faults in the present one. An inter-ministerial team is charged with overall plan, but three interim measures have been decided: secularization of education, generalization of the elementary school programs, and introduction of manual work. The seminar stressed the importance of developing manual labor.

T 43. "Hamila, M. "Expériences relatives à l'introduction du travail manuel dans les écoles de Tunis-Sud." (Hamila, M. Experiences relative to the introduction of manual labor in schools of South-Tunis). An-Nachra-At-Tarbawya, Revue Pédagogique, No. 6, 1974. p. 17-30.

In the view of promoting manual training in technical and agricultural fields, laboratory classes were initiated in certain schools to provide a rational exploitation of the school environment to teach experimentation and group effort. The goals were defined in socio-educational and economic terms, and are in line with Ministry policy. The economic perspectives include a possible transformation of these school structures into self-managed enterprises.

T 44. "Réunion de la Commission de la formation professionnelle et de l'Emploi." (Meeting of the Commission for Vocational Training and Placement). La Presse, April 5, 1974. p. 5.

At this meeting the Commission discussed the present situation in agricultural education and the problems which hinder it. It was stressed that there is a great need to define Agriculture's needs for labor of all categories in order to establish a balance between supply and demand and encourage youth into this vital sector.

Driss Guiga suggested the introduction of agricultural education into the academic program particularly in predominantly rural areas. These courses would start at the primary school level and be particularly valuable for those students failing to enter secondary school. This new school program is in its experimental stage at Tebourba and its extension to several other provinces is being considered.

T 45. "A Mahdia, M. Ghédina annonce la création de deux écoles de pêche à Bizerte et à Sfax." (At Mahdia, Mohamed Ghédina announces the opening of two fishing schools, one at Bizerte, one at Sfax). La Presse, June 13, 1974. p. 6.

During a work session in Mahdia, Mohamed Ghédina, Secretary of State to the Ministry of Agriculture, spoke of the rapid development of the fishing school at Kelibia, the opening of two new schools at Bizerte and Sfax, and the establishment of a specialized branch at the School of Agronomy destined to ensure the training of students in fishing studies.

T 46. "Examen du problème de l'enseignement agricole." (Study of the problem of agricultural education). La Presse, April 12, 1974.

Driss Guiga, Minister of National Education, presided at a meeting of the Under-Committee of Employment and Professional Training in the Agricultural Sector. Agricultural education falls under the Department of Agriculture which has carried out a study of the nation's needs in this field and which plans a discussion of present professional training in the agricultural sector. This discussion will confine itself to the present situation in agricultural schools and institutes.

Mr. Guiga underlined the need for professional training and placement and indicated the possibility of additional courses to be established for students needing extra help before being placed in jobs in their local communities.

T 47. "Le problème des défaillants de l'enseignement dans le gouvernorat de Sousse." (The problem of scholarly failure in the province of Sousse). La Presse, May 14, 1974. p. 2.

From the report on scholarly failure released by the regional delegate of the Tunisian Labor Office, it is apparent that the problem is three-fold:

1. Education: 85% of the failures in this region were following an academic program, whereas only 15% were following a technical program. It is concluded that an orientation effort towards manual labor is warranted.

2. Professional Training: The Commission recommends the sector-training and motivation of youngsters towards skilled manual labor.

3. Industry: The need for a skilled labor force is indisputable.

HIGHER EDUCATION

A 48. "Installation de la commission chargée de l'unification des systèmes de formation supérieure et spécialisée." (Establishment of a Commission in charge of unification of the higher and specialized training systems). El Moudjahid, May 31, 1974. p. 1.

This new Commission has the task of drawing up a list of all training institutions not presently under the auspices of the Ministry of Higher Education and Scientific Research, to harmonize both the entrance requirements and the programs of these establishments with those of the State Universities; to approve the establishment of new training institutions of this kind; to analyze their current training programs and facilities, and to study ways of adapting these institutions to the needs of national development.

A 49. "Enseignement supérieur: séminaire pour les gestionnaires des trois universités." (Higher Education: Seminary for the directors of the three universities). El Moudjahid, April 28, 29, 1974, p. 3.

The goal of this meeting was to study methods of achieving the aims of current higher education system reforms, and to discuss better use of human, financial and material resources. Various speeches were made concerning the organization of cultural and sports activities in the universities and regarding current university plans for expansion.

A 50. "Bourses d'enseignement superieur. Nouveaux critères d'attribution." (Higher education scholarships. New assignment methods). El Moudjahid, June 25, 1974. p. 2.

Amidst the many other social reforms adopted by the Algerian government, those relative to ways of assigning scholarships to University students and students of the technical schools should be pointed out. University directors have tried to concentrate on a democratization of scholarship assignment to allow an increase in enrollment, particularly among children of the working class and members of large families. At the same time certain scholarships have been established for students desiring university or post-graduate study abroad.

T 51. "République Tunisienne. Ministère de l'Education Nationale. Office National des Oeuvres Universitaires. Guide de l'Etudiant." (The Republic of Tunisia. Ministry of National Education. National Office of University Works. Student Handbook). June 1974, 268 pages.

This student handbook attempts to summarize all the different fields of study open to Baccalaureats. It is meant to provide practical advice. After giving general information on the National Office of University Works, the handbook lists scholarships available and preparatory classes for higher education offered, and gives an idea of university life.

A 52. "Constantine: Deux nouveaux instituts pour l'Université." (Constantine: Two new schools for the University) El Moudjahid, April 18, 1974. p. 1.

This new university will be endowed with a school of Architecture and Urbanism, and a School of Building Construction. These will have a capacity for 2,500 students in different specializations. By providing an advanced practical training program they will serve as a link between the University and Algeria's economic sectors, and will facilitate the integration of education and production/research. Other specialized Schools are also planned.

M 53. "Pose des premières pierres pour la construction de trois facultés." (The construction of three Universities begins). L'Opinion, April 6, 1974. p. 5.

The founding of these three schools marks the beginning of a series of constructions programmed by the Ministry of National Education as part of the Fifth Plan. These three schools are the School of Arabic, the Law School and the School of Sciences. The number of students will reach 32,000 in 1975. The policy of regionalization in university education has the goal of spreading and creating new university centers in order to reduce the overcrowding of the Mohamed V University. Schools of higher education are planned for Marakech, Fez, Casablanca and Oujda.

M 54. "L'Université et les fonctionnaires étudiants." (The University and Employed Students). L'Opinion, May 27, 1974. p. 1, 3.

The directors of the University at Rabat have declared their intention to forbid students who have not followed their courses regularly to take final examinations. This decision directly affects the class of students who are employees from different Ministries attending courses sporadically to improve their cultural level or attain new promotions, as well as those lazy students who needlessly encumber the schools. In order not to limit education to a certain economic elite (i.e. "regular" students) it is imperative to establish night courses. The article points out that although education is a right, it is also a duty.

T 55. "Colloque de Médecine à Tunis. M. Mzali: il faut revoir l'enseignement medical pour obtenir un plus grand nombre de généralistes." (Medical Conference in Tunis. Mr. Mzali: Training in medicine must be revised to yield more general practitioners). La Presse, April 8, 1974. p. 4.

The subject of this conference was "the teaching of Medicine and its Practice."

It was pointed out that the present number of doctors and paramedical technicians was insufficient despite its continual increase. To equalize the present differences between regions there have been attempts to hold entrance examinations in regional schools of Public Health.

The present medical program, while a good one, needs revision to become more efficient and profitable. Studies have shown that only 177 students were able to reach the 5th year level in the School of Medicine. The Minister of Public Health stated, "It is not normal that the rate of success is so low." Reminding the participants of the conference of the main principles behind teaching reform, the Minister pointed out the most important goals: increase in general practitioners, closer student-teacher cooperation, encouragement to practice in the interior regions of Tunisia, simplification and revision of the Program Content.

T 56. "26, 27 Avril au Hilton, Colloque sur l'enseignement médical et l'exercise de la profession." (April 26, 27 at the Hilton Hotel: Conference on the teaching of medicine and its practice). La Presse, April 26, 1974, p. 2

The teaching of medicine and its practice are preoccupying questions for teachers, doctors, students and government officials. After eighteen years of independence, Tunisia can analyze its progress in this field. The investment has been great and in order that it not be wasted, one must ensure the efficient formation of general practitioners, oriented towards technique, not theory. The number of teachers in the medical field approaches 200. The number of students is increasing so rapidly that new centers will soon be needed at Sfax and at Sousse.

A "Hospital-University Commission" has been formed, under the auspices of the Ministry of Public Health, in order to supervise the conception, expansion and execution of medical programs as well as ensure the proper coordination of hospital-university services.

T 57. "Séances de travail à Sfax envers la construction d'une Faculté de Médecine." (Meetings at Sfax towards the construction of a School of Medicine). La Presse, April 7, 1974.

Under the direction of the Minister of Planning, Mansour Moalla, a meeting was held to discuss the possibility of future medical instruction in the region. The site of the proposed Medical School and its faculty were discussed.

A Management Institute will open in October and provide courses in middle management. The studies will last 2 years after the secondary education level. The Minister feels that a recycling service is also needed.

T 58. "Réunion de la commission de la réforme des études et carrières medicales." (Meeting of the commission for the reform of medical studies and careers). La Presse, April 2, 1974, p. 4.

The goal of this meeting was the study and revision of the Law of 1970 relative to medical careers and medical studies. It was pointed out that any reorganization of the Medical Program must take into account the good of the community and the economic needs of the country. The School of Medicine must be capable of producing quality physicians, teachers, researchers and specialists. Specialization certificates should be established.

A 59. "Enseignement: L'époque du "pharmacien-commerçant" révolue? Pour une formation adaptée aux réalités nationals." (Education: End of the era of the "small-business pharmacist"? For training adapted to national realities). El Moudjahid, June 8, 1974, p. 8.

Modern pharmacy studies no longer aim at producing traditional pharmacists, but specialists who are knowledgeable in the pharmaceutical industry. The four-year studies consist of a solid base in biomedicine and chemistry followed by studies similar to those of technicians in pharmaceutics. This is a part of the reform which aims at a higher system output and the training of operational managers. There is no longer a gap between theoretical and practical training: the present studies include many training sessions in the field.

A 60. "L'Ecole Nationale d'Administration a dix ans." (The National School of Administration is ten years old). El Moudjahid, June 21, 1974, p. 2.

The National School of Administration was created in response to a distinct need and according to government policy. The School was only created in 1964 due to the lack of potential condidates in 1962.

After two years of common study, students are permitted to choose among elective courses for the final two years. Students choose their specialization according their scholarly rank. The teaching methods used include fundamental classroom lessons, methodological conferences, field visits and work-study programs. Most students have scholarships.

T 61. "Nouvelles tendences dans l'enseignement de la gestion." (New trends in Management Education). La Presse, June 29, 1974. p. 10.

In this article Professor Mohamed Ben Amar of the Superior Institute of Management in Tunis answers several questions concerning trends in management education. He defines the role of management schools and delineates the future of management education. He gives his ideas on the definition of a relevant and multidisciplinarian education and says that post-graduate facilities should be developed.

ADULT EDUCATION

T 62. "La vulgarisation agricole en Tunisie." (Education of the agricultural masses in Tunisia). Direct, No. 6. June 1974, p. 32-33.

A large part of the Tunisian effort in adult education is devoted to the agricultural sector. Tunisia is a largely rural country with an 80% illiteracy rate among its agricultural workers.

For this sector, the government is concentrating on a program that favors agricultural development. Mass media (radio, television) are used regularly. Film sessions are organized for groups of 10-15 farmers, directed by the local agent. During the period June 1973 to April 1974, 178 such sessions were organized. This project, now partially funded with Canadian assistance, will become completely Tunisian in May 1975. Tunisian technicians, trained in Canada, will then take over the direction of the project.

A 63. M. Madani: "Pour l'acquisition d'une langue arabe directe et vivante." Propos recueillis par Sarah Mouhoub. (Towards the acquisition of a direct and alive Arabic language. Remarks collected by Sarah Mouhoub). El Moudjahid Culturel, April 26, 1974, p. 5.

The radio broadcast "Arabic via the Radio" began in March 1970 to assist in the gradual arabization of "frenchified" portions of Algerian administration. Students (mostly office workers) following the broadcast claimed excellent results.

Reading books related to the courses are available to students. The reading sections are based on current affairs. The vocabulary is linked to spoken language; in fact 60-70% of the words used are those found primarily in spoken Arabic.

The coursework is based on dialogues on a choice of subjects capable of interesting a range of students. Declensions and other such rigid grammatical exercises are eliminated. The grammatical program is that fixed by the Interministerial Declaration of February 12, 1970, which determines the necessary levels of language education for office workers.

M 64. "Regragui, Fquih. L'Institut marocain audio-visuel de Tanger présente une nouvelle méthode d'études dactylographique." (The Moroccan Institute of Audio-Visual Arts in Tangiers presents a new method to learn typewriting). L'Opinion, April 29, 1974, p. 7.

This new "Olal System" is designed for the ultra-rapid (20 hours) learning of typewriting skills on both Arab and European keyboards. The Arab method of audio-visual typewriting has mostly been developed in Morocco. The method is based on Pavlov's theory of conditioned reflexes. Once acquired the reflexes need only be practised to increase speed. This method eliminates the need for numerous teachers and hours of training.

T 65. "Ministère des Transports et des Communications." (Ministry of Transportation and Communications). La Presse, June 14, 1974. p. 8.

Various entrance examinations are announced for courses for assistant engineers and technicians at the School of Civil Aviation and Meteorology. An entrance examination organized by the Director of Vocational Training in Transportation is announced to recruit students in aviation mechanics.

TEACHER TRAINING

M 66. "Clôture des stages de formation des cadres enseignants." (Conclusion of the training phases for teachers). L'Opinion, June 25, 1974, p. 8.

The closing ceremonies for these teacher training phases were presided over by the Minister of Primary and Secondary Education. On this occasion the Minister gave a speech in which he presented the achievements of his Ministry concerning the training and perfecting of teaching skills. An "action plan" has been established to perfect teacher training and ameliorate the quality of primary and secondary school education. In primary education the focal points are the Training Center of Inspectors and Assistant Inspectors, the training of teachers in classroom methods, the use of television in education and education by correspondance, as well as periodic recycling sessions for teachers. In secondary education the training plan for 1973-1978 foresees 11,495 teachers.

T 67. "Ecole normale de professeurs adjoints d'éducation physique." (School of education for assistant professors of physical education). ONOU Informations, No. 6, April 1974, p. 13.

This article contains information concerning the program and entrance requirements of this School of Education, which turns out assistant professors of secondary school levels after a three year program.

T 68. "République Tunisienne. Ministère de l'Education Nationale: Présentation de l'Institut National des Sciences de l'Education." (The Republic of Tunisia. Ministry of National Education: Introduction to the National Institute of Educational Sciences). June 1974. 64 pages.

In this booklet, information concerning the Institute is given: its organization, its history, its objectives, its options and other general information. Also outlined are the goals and programs of various research units concerned with secondary education, higher education, child psychology, reading motivation, sociology, and audio-visual methods.

A 69. "Ministère des Enseignements Primaires et Secondaires: Recrutement dans les Instituts de Technologie de l'Education." (Ministry of Primary and Secondary Education: recruitment in Technical Institutions of Education). El Moudjahid, May 3, 1974. p. 2.

In this article the method of recruitment of professors, teachers, lecturers and other elementary education assistants is outlined. For each position the different regions and related payment are described, as well as ways to apply and tests used to select candidates. Also included is a list of necessary papers for submission of applications.

A 70. "Benzaghou, Djamel: 4e Congrès de la F.T.E.C. révaloriser la profession." (Benzaghou, Djamel: Fourth congress of the F.T.E.C.; improve the profession). El Moudjahid Culturel, April 5, 1974. p. 6.

The fourth congress of the Educational and Cultural Workers included not only Algerian representatives, but Moroccan and Tunisian delegates as well. The main discussions concerned the role of teaching in National Education. Other points discussed included: the strengthening of the teacher's union, the standard of living and the morale of present day teachers; improvement of teachers' work conditions and salaries, and research into modern pedagogical methods to apply to current school programs.

M 71. "Tebani, Ahmed. L'enseignement primaire ou l'echec de la réussite." (Primary education, or the failure to succeed). L'Opinion, May 12, 1974. p. 7.

Following the results of the examination for the Certificate of Secondary Education for Primary School Teachers, one might think that the rate of success allows a feeling of optimism concerning the future of the teaching staff, particularly as the results follow the curve anticipated by planners. In reality the opposite is true, since those teachers having seven years of practical experience were automatically awarded the Certificate, and most people presenting themselves for the examination did not have to pass it.

TEACHING METHODS AND AIDS

T 72. "Le 15 juillet à Sousse, Congrès International des Sciences de l'Audio-Visuel." (July 15 at Sousse: the International Congress of Audio-Visual Sciences), La Presse, June 30, 1974, p. 2.

This seventh Congress will bring together many researchers from various countries to discuss problems of audio-visual techniques and to test different audio-visual systems for teaching modern literary Arabic, English and French.

Audio-visual systems are revolutionizing traditional teaching methods. Television is the most complete system, although there are many others. Countless uses are foreseeable, but the most striking results have been in the fields of teaching and vocational training. These systems have the advantages of catching and holding student attention by providing visual and auditory stimulation and of simplifying the role of the teacher for more uniform teaching efficiency. However, in order to avoid too abrupt a change from classical teaching methods, a progressive introduction to audio-visual systems is suggested.

T 73. Jongbloed, Harry J.L.: The audio-visual services in 15 African countries. Tunisia. The Hague, International Council for Educational Media, pp. 65-70, May 1974, p. 65-70. (Comparative Study of the Administration of Audio-Visual Services in Advanced and Developing Countries. Part 4).

Material for this report was provided by the representatives of the Ministry of Education, national audio-visual centers and other official bodies by means of questionnaires. The description of the situation is treated under the following headings: Survey of the school system; Survey of the audio-visual system: documentation, information; Methods of control, testing and evaluation; Training and advanced training of teachers; Research; Coordination of activities; Distribution; Technical services; Production; International coopcration.

In Tunisia there are two organizations which deal with this subject: the Institut National de Sciences de l'Education, created in 1969, and the Centre National de Pédagogie, established in 1972.

The radio and television broadcast a large number of educational programs in different languages. There is a project for the establishment of educational T.V. with the help of UNESCO and CIDA. Audio-visual aids are under the control of the Ministry of National Education. The training of media specialists is done abroad, but there are local experimental and research units. Production of educational films is only at the experimental stage. The current organization is in need of reform, especially in the development of educational television and the training of specialists.

L 74. Jongbloed, Harry J.L.: The audio-visual services in 15 African countries. Libya. International Council for Educational Media. p. 16-21 (same reference as 73). The Hague, May 1974.

A survey of the Libyan school system gives pertinent figures for 1968. At the Ministry of Education there is an audio-visual department whose purpose is to supervise production and training in the field of audio-visual aids, and to provide services to schools. The national organization has 10 regional sections founded in 1970. The central department maintains a documentation center. Audio-visual aids for teaching are under control of the Ministry of Education.

A separate institute for the training of media specialists does not exist, but Libya maintains close contact with Egypt for that purpose. Research up until now has been very limited, and no results have been published as yet. The AVA department has a central service for distribution and a technical service center. Production is initiated at the AVA and financed by the government. There is no cooperation except in acquiring rights from other countries. Although it appears that the structure of the AVA department can adapt to new developments, the author implies that work on education is insufficient and needs to be reformed.

T 75. Buresi, Michel. "Graphie et prononciation du français chez les élèves tunisiens." (Writing and pronunciation of French by Tunsian students). Ibla, No. 133, 1st Sem. 1974, p. 139-162. Ibla, No. 134, 2nd Sem. 1974, p. 279.

Modern methods of language training that insist on the importance of oral exercise evidenced by the growth of language laboratories, use of records, tape recorders, etc. However few Tunisian schools own such

apparata. Languages are still often taught using a written text and without oral exercises, which has grave repercussions on accent and spelling. Such language problems are studied in this article, using two types of exercises (dictation, phonetic transcription) and two different levels (end of primary school and entrance level for higher education). The author attempts to provide an analytical method of fault detection and proposes conclusions drawn from individual students and groups.

M 76. Ismet: "Pour une promotion de l'enseignement. Le circuit de distribution des livres scolaires: analyse descriptive et suggestions." (Ismet: Towards promotion of teaching. The distribution circuit of school books: descriptive analysis and suggestions). L'Opinion, June 1, 1974, p. 4.

The school book is of capital importance in the fields of education and culture, and the Ministry does not seem to devote enough attention to it. Several suggestions are proposed in this article: subsidize the publication of Moroccan books, lend or rent books and school materials to students needing them and reduce or even eliminate the middle-man's profit margin by assigning school book distribution directly to the Ministry (thus also eliminating the delay in distribution). All these suggestions are for bettering education.

T "Au-delà des frontières." (Beyond the frontiers). L'Action, April 4, 1974.

The Tunisian school manual goes beyond ordinary boundaries and has met with approval everywhere. Senegal has just ordered 5,000 copies from the Société Tunisienne de Diffusion (Tunisian Distribution Company). Turkey has also placed a large order with the same company.

A Lemouri, Kamal. "L'I.P.N. et la réforme." (The I.P.N. and Reform). Révolution Africaine, N°. 537. June 1974, p. 25-31.

The I.P.N. gives the impression of dynamism; it has centered its activities on the production of school manuals covering a maximum of subjects pertinent to the realities of the nation. Its two essential goals were "algerianization" and the democratization of educational manuals and documents; 92% of the nation's needs in this area have been met.

Concerning reform, I.P.N. products spring from the principle of placing the individual in his environment. The manuals are further supplemented by audio-visual materials.

M 79. "Pour une promotion de la lecture en milieu scolaire. Mettre entre les mains de nos enfants des ouvrages où ils doivent retrouver leur environment et notre génie propre." (Towards a promotion of school reading: to put into the hands of our children reading materials that reflect their own environment and the character of our language). L'Opinion, June 12, 1974, p. 3.

The social and economic development plan of 1973-1977 foresees the extension of present library facilities and the opening of reading rooms. Although the audio-visual art is of definite interest, it remains an auxiliary to the indispensable book. However, it has been shown that due to lack of time, means or motivation the average student reads little or not at all. The Department of Cultural Affairs has decided to promote reading by opening, in an experimental phase, reading rooms in training schools attached to regional Schools of Education. These reading rooms will be supervised by instructors. Some short films are also planned to be circulated among the reading rooms.

A 80. "En visite à Sidi Bel Abbès chez Mohamed Hakem et Abdelkader Bakhti. Avec 74 élèves, partir de zero. Entretien de Roger Ueberschlage." (Visiting Mohamed Hakem and Abdelkader Bakhti at Sidi Bel Abbès. With 74 students, start from scratch. A conversation with Roger Ueberschlage). L'Education Pédagogique Freinet, N°. 16-17. May 1-15, 1974, p. 3-7.

This discussion concerned the introduction of Freinet teaching methods into the Algerian school system. The basic Freinet principles are presented, including studies by correspondence, audio-visual techniques and group work. There is a strong drive towards increasing the use of modern teaching methods in Algeria today, as evidenced by the creation of the Algerian Movement for Modern Schooling in 1965.

T "Hamila, Mohamed. 'Le lycée technique de Tunis' Groupe régional d'études pédagogiques. Journée pédagogique à l'école primaire Sidi Thabet I." ("Technical secondary school of Tunis." Regional group for pedagogical studies. Pedagogy day at the primary school of Sidi Thabet I). An-Nachra-At-Tabarwya, Revue Pédagogique, N°. 6, 1974, p. 9-12.

After observing a sample classroom, the author explains his method of analysis, based on the "Freinet technique," which studies the behavior of teacher and students and the "operational strategy" of the teacher. The author gives some of his general impressions on teacher-student relationships in this classroom, stressing the teacher's attitude according to Freinet methodology. Similar analyses of different classrooms, he points out, is very helpful in proper teacher training.

T 82. "Education Nationale, l'ordinateur entre en action." (National Education: a computer goes into action). La Presse, June 22, 1974, p. 2.

In this article concerning Tunisian examinations it is stated that each year the end of June is a tense period. An analysis of different stages shows the frightening amount of work to be done. To improve the quality of the work a computer was put into service this year, and it has proved extremely satisfactory. Apart from providing results within hours, the computer can draw general conclusions about the results which will prove very useful in guiding future educational efforts.

T 83. "Inaugurant les ordinateurs de l'Education Nationale, le Président Bourguiba recommende de renforcer l'enseignement professionnel." (Inaugurating the national educaion computers. President Bourguiba urges the reinforcement of professional teaching). La Presse, June 22, 1974, p. 1, 4.

President Bourguiba gave the signal for the beginning of a computer-administered entrance examination for the secondary school level. Driss Guiga and Mohamed Elleuche provided him with explanations of the computer-operated examination. The President inquired about the effort being put into the professionalization of teaching and recommended the continuing use of modern teaching methods and aids.

T 84. "Des ordinateurs en service de l'enseignement en Tunisie." (Computers used for education in Tunisia). La Presse, May 5, 1974, p. 4.

About 140,000 students are preparing to take the entrance examination for first-year Secondary Education and Secondary Professional Levels. The examination is administered by the Ministry of National Education. It has always had the same format, and

its results were generally not available until after August. Because of the steady increase in numbers of students taking this examination, the Ministry acquired a computer this year which will eliminate manual correction of the papers, lighten the work load and allow the results of the examination to be published before the end of the school year. After the examination, further study of the answer sheets by computer will provide different statistics useful for determining educational policy.

T 85. Hamzaoui, H. "Les épreuves de niveau scolaire en arabe et en français." (School examinations in Arabic and French). Revue Tunisienne des Sciences de l'Education, N°. 1. June 1974, p. 83-92.

This article defines school achievement examinations and gives an outline of their advantages and disadvantages. These examinations are an essential instrument for determining a child's school record, and allow school authorities to rank him with respect to other children of the same age and school level.

ARTISTIC EDUCATION

A 86. "Un centre de formation pour enfants de Chouhede." (Children's training center in Chouhede). El Moudjahid, April 7, 8, 1974, p. 8.

Safeguarding traditional art forms is an important occupation in Algeria. Its development naturally involves increasing the available market but also entails a necessary reinforcement of artisans through generalized education that encourages development of artistic talents at an early age. A training institute under the auspices of the Ministry of Moudjahidine will be created, with a two-year program including specializations in copper work, wood sculpture and leather embroidery.

ARABIZATION AND BILINGUALISM

A 87. Mazoumi, Abdallah: "Positions et propositions sur les bilinguismes." (Opinions and propositions on bilingualism). Revue de Presse, June/July 1974. Vol. 19, N°. 186, 4 pages.

Mr. Mazoumi brings up a declaration made in an article by Christiane Sourian entitled "Arabization in Algeria," and published in the cultural supplement of El Moudjahid (June 14, 1974), which he considers inexact. He replies to it in the cultural supplement of El Moudjahid (N°. 28 of June 28, 1974).

First, he says, one must define bilingualism. Bilingualism is the knowledge of two languages, but in itself has three aspects: reading, conversation and comprehension. From this are derived nine elementary classes of bilingualism, the highest being that of university level. The French language is not at all an "exile" in Algeria. Many educated Algerians speak predominantly French, and almost all students learn French at school.

In summary, however, the author is against bilingualism in primary schools and for a diversified bilingualism at the secondary and higher education levels. Algeria has made progress towards the goal of arabization but much remains to be done.

SPECIAL PROBLEM: UNREST AT THE UNIVERSITY OF TUNIS

T 88. "Dans un appel lancé aux étudiants, professeurs et cadres de l'administration, M. Driss Guiga: Nous avons pris des mesures qui permettront aux étudiants désireux d'obtenir leurs diplômes de poursuivre leurs études." (In an appeal to students, teachers and administrative personnel, Driss Guiga: We have taken steps to allow those students who wish to obtain their diplomas to continue their studies). La Presse, April 22, 23, 1974, p. 1, 2.

In a televised statement, Driss Guiga, Minister of National Education, discussed the current problems of the University of Tunis and the measures planned to assure its normal functioning. He remarked that unrest has occurred periodically over the past few years and appears to be due to organized and premeditated action planned to foment discontent.

Mr. Guiga underlined the government's desire to preserve the integrity of the University, for which over ten million dinars are appropriated annually and expressed concern that a minority should undermine the efforts of an entire nation. Protective measures have had to be taken to assure the safety of students wishing to resume their course work. A modifying University organization is under study.

T 89. Peyrol, Manuèle. "Tunisie. A l'issue de deux procès quarante étudiants ont été condamnés à des peines de prison pour 'actes de violence'." (Tunisia. After two trials, forty students were condemned to prison terms for "acts of violence"). Le Monde, April 23, 1974, p. 13.

For several years the University of Tunis has been the base of latent protest. Several demonstrations have led to student arrests. A radio appeal from Driss Guiga promised reforms, particularly concerning 1969 Legislation which has proved inefficient. President Bourguiba called for a hard-line policy against "bad seeds."

The student demands principally concern the free election of their representatives to the Union Générale des Etudiants Tunisiens, military exemption for students and the release of fellow students arrested for political reasons.

T 90. "M. Hedi Nouira préside la Commission Universitaire du Parti. "Il n'y a pas de problème universitaire que nous ne soyons prêts à discuter." (Hedi Nouira presides at a meeting of the Party University Commission. "There are no university problems we would not willingly discuss"). La Presse, April 24, 1974, p. 1, 5.

This meeting concerned the problems of higher education, the present situation at the University and reforms that should be put into effect. Present were the Party Director, the Minister of National Education and many University teachers. The teachers proposed several reforms, in particular underlining the need to adopt modern programs and structures.

The Prime Minister spoke about the present situation at the University. He had studied the different problems and questions that create dissatisfaction and felt that more discussion would be fruitful before specific decisions could be made.

T 91. "Sauver l'université de ses maux endémiques." ("Save the University from its endemic maladies"). La Presse, April 25, 1974, p. 1.

In this editorial the author violently criticizes current student activity. He points out that from the beginning respect for education has been one of the basic values of Moslem thought. In the eyes of the populace, education is most important and worth sacrificing for. In this light, the author considers the behavior of certain students scandalous.

He quotes the Report of the Law Faculty Council, which gives a historical analysis of the present unrest. Among other problems is that of the U.G.E.T. (Union Générale des Etudiants Tunisiens). According to the author, members of this student union only seem to want to annihilate the University, by submitting the majority to the rule of a minority in the form of anarchy. He calls on professors and deans to teach democracy and the laws of liberty and declares that "the People" are determined to save the University.

T 92. "Aperçu sur les étapes des troubles au sein de l'Université." (Outline of the stages of University unrest). La Presse, April 27, 28, 30; May 1, 3, 4, 7, 1974.

Since the time of Tunisia's independence, the strategy of the disbanded Communist Party has aimed at influencing the literate youth and especially students in Tunisia and France.

The author explains the subversive goals of the group called "PERSPECTIVES" and outlines their organization and methods of operation. He also relates certain episodes of repeated trouble-making aimed at fomenting public unrest, despite offers of clemency, and indicates why this group resorts to violence and destruction as the only possible way (in its opinion) to achieve its goals.

The author then gives information about the "Ressemblement Tunisien d'Etudes et d'Actions Socialistes" (Tunisian Organization of Study and Socialist Action), a group which has also encouraged campus unrest.

Finally, the author explains the importance of this harmful propaganda and its influence on students. He concludes that students must be made fully aware of its misleading duplicity and should not forget the privileges the Nation bestows upon them.

T 93. "Université: qui tire les ficelles?" (The university: who pulls the strings?) La Presse, April 26, 1974, p. 1-5.

In this editorial, the authors present several of their opinions on current student unrest.

The present troubles, they say, originate from agitators who have infiltrated student ranks from the outside. The movement is not a spontaneous one but has been well planned according to a definite strategy that recalls that of the Marxist-Leninist group. It is the same strategy that was used in 1967 and 1968.

Marxist-Leninist theories are well known. It only takes a few quotations from various sources to clarify Marxist-Leninist doctrine and methodology. The followers of these theories are ardent and propagate their teachings through the use of calumny, intimidation and violence. The University is doubtless only a springboard for action envolving the entire country. Tunisian students cannot be the instigators of such action; indeed they are the university's only hope for the future.

T 94. "Tunisie: Dépêche." (Tunisia: Hurry). Bulletin de l'Institut International d'Etudes sur l'Education. April 29, 1974, N°. 50.

After public criticism of student behavior on April 17, the University once again was disturbed by strikes which are becoming a seasonal habit. Several schools declared themselves on strike. Students arrested during a demonstration were convicted without contest. President Bourguiba and the Minister of National Education, Driss Guiga, condemned the attitude of these small groups of subversives who obey orders from abroad, and called for unmerciful repression. Students claim, however, that they only wish a truly representative student organization.

T 95. "Au Kef, M. Belkhodja: la réorganisation des structures éducationnelles sera examinée bientôt." (At Le Kef; Tahar Belkhodja: the reorganization of educational structures to be studied soon). La Presse, May 5, 1974, p. 1.

During a visit to the Governorate of Le Kef, Tahar Belkhodja, the Minister of Interior, held a debate on certain important issues. Concerning the extraordinary unrest in teaching institutes, the Minister said that there would soon be a study of the organization of educational structures aimed at adapting them to the nation's development. He underlined, however, that the present unrest is due to the activities of a small group of misled youths who have adopted foreign ideologies.

T 96. "Problèmes universitaires." (University problems). Revue de Presse, May 1974, vol. 19, N°. 185. 2 pages.

In an article entitled "Challange and Repression," le Monde (May 11, 1974) spoke of crisis and repression in school systems leading to student strikes and unrest. Le Monde of May 12-13, 1974, announces the end of the student strikes.

In three consecutive issues the magazine Contact focuses on university problems. In one issue, the government point of view is presented by Driss Guiga, Minister of National Education. In another a pertinent sociological study is presented and in the third a student presents university problems from the students' viewpoint. The principal problem is that of government opposition to student unions.

T 97. "Université III." (University III). Contact, April 15, 1974; N°. 21, p. 30.

This article is a response of the U.G.E.T. (Union Générale des Etudiants Tunisiens - General Union of Tunisian Students) to an article in the magazine Contact written by a student on the present condition of the Tunisian student movement. The article also speaks of university management, union representation and scholarships.

T 98. "Les peines d'étudiants contestataires sont aggravées en appel." (Sentences of student demonstrators are increased following appeal). Le Monde, May 10, 1974, p. 18.

The Court of Appeals in Tunis re-examined the case of 32 students found guilty of charges following unrest at the University last April. Certain sentences were reduced, others increased.

T 99. "L' niversité de Tunis retrouve enfin le calme." (The University of Tunis finally calms down). Bulletin de l'Institut International d'Etudes sur l'Education. May 29, 1974, N°. 51, p. 4.

The fear of Government reprisals, the approach of examination time and the hope of pardon for those colleagues arrested in April has led students to cease their protest movement after two months of unrest and three weeks of general strikes.

Springtime agitation has been endemic for a few years, and the cause is always the same: in general the disputed role of the Union Générale des Etudiants Tunisiens.

This year the movement began April 17. The return to normaly on May 12 resulted from repeated pleas from Government and school officials, although no student demands were actually met.

T 100. "Début de détente à l'Université de Tunis." (Signs of quietening down at the University of Tunis). Le Monde, June 7, 1974, p. 14.

Contrary to rumors of a possible boycott, examinations were held in relative calm despite the fact some students were not admitted for "unexcused absences." Absences due to student strikes were considered "unexcused." Some free elections within the University were boycotted by certain departments.

Driss Guiga, the Minister of National Education, declared that the government fully intended to maintain its attitude of firmness.

LIST OF PERIODICAL SOURCES

L'Action - Tunis
An-Nachra-At-Tarbawya, Revue Pédagogique - Tunis
Bulletin d'Information Economique
Bulletin IIEE - Brussels
Contact - Tunis
L'Education Pédagogique Freinet
El Moudjahid - Algiers
Le Monde - Paris
ONOU Informations - Tunis
L'Opinion - Rabat
La Presse - Tunis
Révolution Africaine - Algiers
Revue de Presse - Tunis
Revue Tunisienne des Sciences de l'Education